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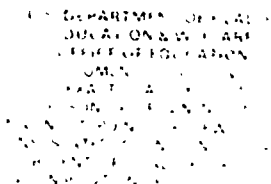
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ABSTRACT

The objective of this research was to determine the feasibility of developing a functionally oriented General Educational Development (GED) program. To obtain information about problems of adaptation common to undereducated men, and to obtain information about knowledges and skills such men may not have, an achievement test/attitude questionnaire was administered to a large group of enlisted men. The instrument was designed to assess men's attitudes and skills with respect to financial, health, insurance, legal, and interpersonal problems. Men who took the test ranged in education level from less than 8 years to over 16 years. Higher educated men performed significantly better on the achievement test than did lower educated men, but high school dropouts (education level 9-11 years) consistently scored lowest of all. When attitude scale items were categorized as reflecting good vs. poor attitudes, poor attitudes decreased as education level rose. The results showed a strong correlation between errors on the achievement test and percentage of poor attitudes. (Author)

Technical
Report
72-29

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HumRRO

Relationship of Education Level to
Capabilities and Attitudes of
Young Enlisted Men

William H. Melching, David Orme-Johnson,
Paul G. Whitmore, and William J. Given

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street • Alexandria, Virginia 22314

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HumRRO Division No. 5
Fort Bliss, Texas

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The Human Resources Research Organization (HumRRO) is a nonprofit corporation established in 1969 to conduct research in the field of training and education. It is a continuation of The George Washington University Human Resources Research Office. HumRRO's general purpose is to improve human performance, particularly in organizational settings, through behavioral and social science research, development, and consultation. HumRRO's mission in work performed under contract with the Department of the Army is to conduct research in the fields of training, motivation, and leadership.

The findings in this report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

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FOREWORD

This report describes the results of research undertaken by the Human Resources Research Organization as part of Exploratory Research 83. The objective of ER-83 was to determine the feasibility of developing a functionally oriented General Educational Development (GED) Program for the Army. The research effort described in this report was undertaken to obtain information that will facilitate the attainment of the overall research objective.

The research was conducted at HumRRO Division No. 5, Fort Bliss, Texas, where Dr. Albert L. Kubala is Director. Military support was provided by the U.S. Army Air Defense Human Research Unit, of which LTC Frank R. Husted is the military chief.

Dr. William H. Melching and Dr. Paul G. Whitmore participated jointly in the planning and conduct of the research, and Dr. David Orme-Johnson assisted in the analysis of the data and preparation of the report. Sp5 William J. Given of the Air Defense Human Research Unit also assisted in the conduct of the research and in the analysis of the data.

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Meredith P. Crawford
President
Human Resources Research Organization

SUMMARY AND CONCLUSIONS

MILITARY PROBLEM

The adoption of new admission standards for the Army has led to an increase in the proportion of enlisted men who do not meet the minimally desirable education level of high school or its equivalent. A relatively high proportion of these men are believed to prefer a military career, but their full potential cannot be realized unless they are provided supplementary educational experiences. Educational programs for these men should provide immediate and continuing benefits in the performance of their military duties and in the management of their personal affairs.

RESEARCH OBJECTIVE

The objective of this research was to determine the feasibility of developing a functionally oriented General Educational Development (GED) program. As a first step, it was necessary to acquire basic information about the capabilities, skills, and attitudes currently possessed by undereducated men.

RESEARCH APPROACH

To obtain information about possible problems unique to undereducated men, and to obtain information about possible lack of capabilities in such men, a special Achievement Test/Attitude Questionnaire was devised and administered to a sample of enlisted men. The instrument was used to assess both attitudes and skills men possessed for coping with financial, health, insurance, legal, and interpersonal problems.

The subjects were 770 men of the 1st AIT Brigade (Air Defense) Fort Bliss, most of whom were in their first term of enlistment. Men who took the test ranged in education level from less than 8 years to over 16 years.

RESULTS

With respect to the Achievement Test, men at higher-education levels performed significantly better than men with less education. Scores for groups ranged from 71% to 85%. High school dropouts (education level 9-11 years) consistently scored lower than all other levels, including men whose education level was eight years or less. While some items revealed sizable differences in scores as a function of formal education level, the overall differences between best and worst group performance was relatively small (about 13%).

When Attitude Scale items were categorized according to whether they reflected "good" vs. "poor" attitudes in men, the percentage of poor attitudes decreased with education level. Correspondingly, the percentage of good attitudes increased with higher education level.

The results showed a strong correlation between errors on the Achievement Test and percentage of poor attitudes. The only exception was the grade school group (education level 0-8), which made fewer errors on the Achievement Test than the high school dropout group (education level 9-11) and had a lower percentage of poor attitudes.



CONCLUSION

The rather consistent tendency for level of achievement in practical knowledge and percentage of good attitudes to increase with education level suggests that undereducated men would be likely to benefit most from a functionally oriented GED program. However, since the difference between best and worst performance was small, it seems apparent that the practical knowledge covered by the questionnaire has not been systematically taught in primary and secondary education institutions. For that reason, a GED program directed at all education levels would seem to be defensible.

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Relationship of Education Level to
Capabilities and Attitudes of
Young Enlisted Men

INTRODUCTION

MILITARY PROBLEM

The adoption of new and lower admission standards for the Army has increased the proportion of enlisted men who do not meet the minimally desirable educational standards (12th grade or equivalent for enlisted men). While a relatively high proportion of these men may prefer a military career, it is acknowledged that their full potential cannot be realized unless they are provided supplementary educational experiences. Educational programs for these men should provide immediate and continuing benefits in the performance of their military duties and in the management of their personal affairs.

RESEARCH PROBLEM

The objective of this research was to determine the feasibility of developing a functionally oriented General Educational Development (GED) program. To consider the feasibility of such a program, it was deemed necessary, first, to acquire some basic information about the target population. Particular interest focused upon skills and capabilities not currently possessed by undereducated men, but which might enable them to be better "adjusted," whether in or out of the Army; kinds of problems (legal, financial, interpersonal, social, etc.) commonly faced by such men; plus other deficiencies in practical knowledge. With information on the extent and nature of such deficiencies, a more effective (i.e., more functional) GED program could be constructed.

METHOD

APPROACH

A number of meetings were held with GED personnel at the Education Center, Fort Bliss, Texas to obtain pertinent and timely information about the Army's existing GED program. Visits were also made to the Office of the Staff Judge Advocate, Provost Marshal, Center Chaplain, and Mental Hygiene Consultation Service at Fort Bliss to obtain information about the kinds of problems experienced by undereducated men.

The research staff reviewed various documents and reports provided by these offices, but the information was incomplete and the results inconclusive. A definitive description of undereducated men was still not available.

A pilot survey conducted by the Post Education Center at Fort Bliss indicated that, as of 31 August 1970, of 9,448 enlisted men for whom records were available, 14.4% had not attained at least a 12th grade level of education. However, these men were assigned to numerous duty stations on the post and they varied widely in terms of age, rank, length of service, and so forth. Therefore, it was judged not feasible to locate and interview a representative sample of undereducated men.

In light of these difficulties, it was decided to seek information about capabilities and problems of undereducated men through the use of a specially constructed questionnaire. Accordingly, a request for a sample of 1,000 enlisted men was initiated

through the U.S. Army Defense Center, Fort Bliss. It was asked that these personnel be in their first term of enlistment and, ideally, undergoing basic or advanced individual training.

Members of the 1st AIT Brigade (Air Defense), Fort Bliss, were designated to serve as subjects. The questionnaire was administered to 770 men of the Brigade on 2 April 1971.

The questionnaire consisted of two parts, Achievement and Attitude. The Achievement Test contained 29 multiple-choice items designed to elicit information in the following areas:

- (1) Handling money
- (2) Insurance
- (3) Legal problems
- (4) Health matters
- (5) Buying things

The Achievement test items, grouped in these areas, are presented in Appendix A.

In an attempt to identify common social, financial, legal, and interpersonal problems, the second part of the questionnaire was constructed as an attitude scale that sought to explore the reactions of men toward several aspects of their lives. For each of 45 statements, men were asked to indicate whether they "Agreed," "Disagreed," or were "Undecided" in their reaction. The statements explored the following areas:

- (1) Relationship with supervisor
- (2) Relationship with family
- (3) Relationship with peers
- (4) Attitude toward salesmen
- (5) Attitude toward spending
- (6) Attitude toward getting help
- (7) Attitude toward personal health
- (8) Individual responsibility

Items from the attitude portion of the questionnaire are presented in Appendix B.

To facilitate testing, the two parts were combined into a single instrument, and subsequently referred to as a "questionnaire." With respect to administration of the questionnaire, one restriction was imposed: Only first-term men were to be tested. It was believed that men in this category more closely represented the kinds of individuals most likely to benefit from a functionally oriented educational program.

TESTING PROCEDURE

Testing was scheduled in three separate sessions, all on the same day. The numbers of men tested at the three sessions were, 347, 213, and 210.

After each group entered the testing room, a staff member explained briefly the purpose of the questionnaire and then reviewed with the men the specific instructions for completing it. Prior to beginning the questionnaire, the men were asked to give their rank and months in service on the answer sheet. The first three items of the achievement portion of the questionnaire asked the men to supply information on education level attained, age, and race or ethnic group.

One man answered the achievement test portion of the questionnaire by selecting more than one alternative to many items. Thus, it was necessary to discard his record, reducing the total number to 769. Also, although only first-term men had been desired, several men with over three years of military service answered the questionnaire. However, since none had a rank higher than E4, their records were not removed.

RESULTS

DESCRIPTION OF THE SAMPLE

A brief description of the men who answered the questionnaire is given in Table 1. For convenience, men were designated as belonging to one of five education levels. The table shows that 177 men were undereducated, that is, had not attained 12 years of formal schooling.

Table 1

Description of Men by Education Level

Education Level (Years)	N	Mean Number of Months in Service	Number of Men in Each Rank	Mean Age ^a
0-8	30	3.1	E1-12 E2-17 E3- 0 E4- 1	19.4
9-11	147	5.8	E1-70 E2-60 E3- 6 E4-11	19.1
12 ^b	361	5.1	E1-109 E2-208 E3-27 E4-16	19.5
13-15	176	4.7	E1-35 E2-120 E3-18 E4- 3	20.4
16-16 ^c	55	3.8	E1- 5 E2-27 E3-23 E4- 0	21.0

^aThe highest alternative for age on the test was "21 or over"; therefore, the mean age for each group is somewhat underestimated.

^bOne man at this education level failed to denote his rank or months in service.

ACHIEVEMENT TEST

The Achievement Test for each man was scored. Then, to obtain an overall picture of the performance of men on each item in the test, a matrix of test items by education levels was constructed (29 test items x 5 education levels). The tabulation of frequencies in this matrix revealed two items on which performance was extremely poor. After examining the kinds of answers men selected for the items, it was decided that both items were misleading and should be deleted from the test, thus reducing the Achievement Test from 29 items to 27.

The mean performance of men in the five education levels on the 27 test items is shown in Table 2.

Table 2

**Performance of Men on
Achievement Test**

Education Level	N	Mean Number Correct	Percent Correct
0-8	30	20.3	75.1
9-11	147	19.4	71.7
12	361	21.0	77.7
13-15	176	22.1	81.7
16-16+	55	23.1	85.4

With the exception of the performance of men in the 9-11 education level, increased test score appears to accompany increased education level. The difference between groups, however, was not striking. The average college graduate scored only 10% higher than the man with an education level of grade school or less. Considering that the items tested the minimal basic information that everyone should know to get along well, all men might benefit from a GED course focused on such information.

To determine whether there was a significant relationship between education level and score on the Achievement Test, the distribution of frequencies was subjected to a chi square test. The observed frequencies were cast into a 5 x 5 contingency table (Table 3). To avoid having cells with zero frequencies, it was necessary to group scores in this fashion. In addition, to preserve meaningfulness of the grouped score categories, it was necessary to eliminate test scores of 12 or below. This removed all cells with zero frequencies except one, and reduced the total N from 769 to 757. Table 3 shows the observed frequencies for the resulting matrix.

Table 3

Grouped Distribution of Scores by Education Level

Score	Education Level					Total
	0-8	9-11	12	13-15	16-16+	
13-15	3	17	13	1	0	34
16-18	5	36	47	12	2	102
19-21	11	48	116	42	9	226
22-24	8	42	148	91	30	319
25-27	3	1	31	27	14	76
Total	30	144	355	173	55	757

The chi square obtained was 104.6. With 16 degrees of freedom, this value is significant at $p < .001$. The null hypothesis that the two criteria of classification are independent is therefore rejected, leading to the conclusion that higher-educated men do significantly better than lower-educated men. The correlation, expressed by a contingency coefficient, between education level and achievement score is $C = .35$.

A detailed analysis of the clusters of achievement items was undertaken to identify particular deficiencies in practical knowledge. Figure 1 shows the percent of errors for each of the clusters of items from the achievement test. For each area, Figure 1 shows that the greater the educational achievement, the fewer the errors, with the exception of the grade school group (A), which consistently showed fewer errors than the high school dropouts (B). The finding that high school dropouts did most poorly suggests that this group represents individuals with true academic problems, whereas the men with grade school education or less (A) may represent individuals who had to leave school for non-academic reasons (e.g., to help support a family).

Figure 1 shows that college graduates (E) made the least errors in all areas, that high school dropouts (B) made the most errors in all areas, and that men with grade-school education (A) not only did better than high school dropouts, but also did as well or slightly better than high school graduates on health and money items.

An examination of the number of errors in each area shows that all the men did poorly on insurance items and relatively well on health items. Also, the difference between the highest and lowest groups on insurance items and health items was relatively small (10.5% difference on insurance, 8.1% on health).

The greatest difference was between high school dropouts and college graduates, and this difference was greatest for money items (16.9% difference) and for buying (16.4% difference). This result may reflect a difference in the socioeconomic background of the two groups. The college graduate group had a significantly greater proportion of whites than the high school dropout group ($\chi^2 = 4.7$, $df = 11$, $p < .05$). Since whites generally are in a higher economic bracket than non-whites, they probably have a greater opportunity to learn about such things as banking and finance from their parents. College graduates coming from higher income brackets presumably have more opportunity to learn about money matters.

The percentage of errors for each content area by educational group that went into the makeup of Figure 1 can be seen in Table 4. Note that the scores of men in two areas (money and health) are based on only three and two items, respectively. Each of these areas had been reduced by one when the total number of items was reduced from 29 to 27.

Table 4
Number and Percent of Errors on Achievement Test by Item Areas

Education Level	N	Areas									
		Money (3 items)		Insurance (6 items)		Legal (6 items)		Health (2 items)		Buying (10 items)	
		No.	%	No.	%	No.	%	No.	%	No.	%
A 0-8	30	15	16.7	63	35.0	38	21.1	2	3.3	84	28.0
B 9-11	147	104	23.6	333	37.8	219	24.8	29	9.9	437	29.7
C 12	361	191	17.6	674	31.1	423	19.5	46	6.4	842	23.3
D 13-15	176	59	11.2	293	27.7	164	15.5	20	5.7	333	18.9
E 16-16+	55	11	6.7	90	27.3	40	12.1	2	1.8	73	13.3
Mean %			15.1		31.8		18.6		5.4		22.6
Percent difference, B - E			16.9		10.5		12.7		8.1		16.4

Percent Errors on the Achievement Test as a Function of Education Level and Type of Item

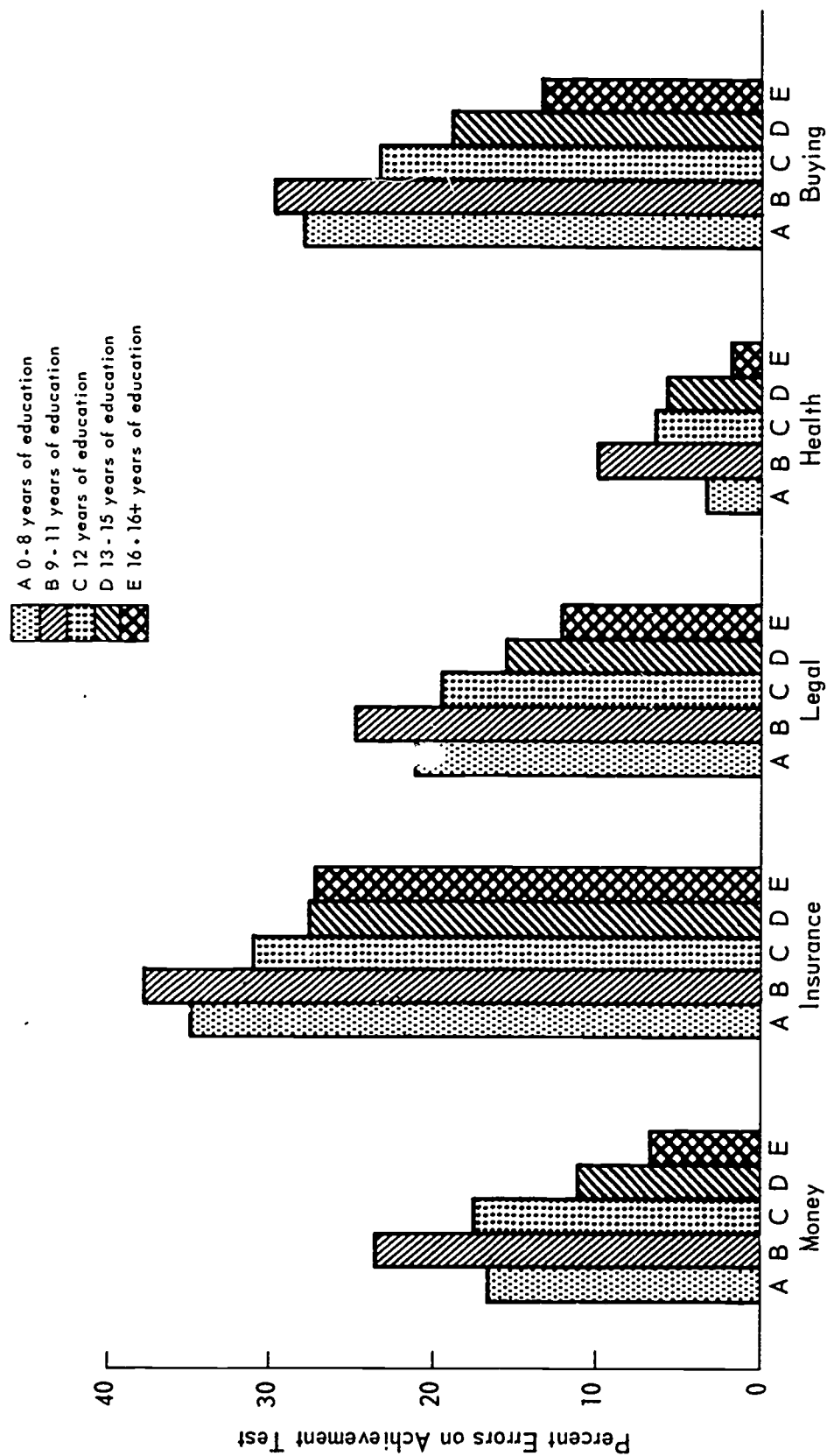


Figure 1

A detailed item analysis revealed some particular deficiencies in practical knowledge. The highest and lowest percent errors are reported. For example, between 76% (high school dropouts) and 70% (college graduates) didn't know what comprehensive automobile insurance was (item 22). Over 65% of high school dropouts and over 31% of college graduates didn't know the difference between collision insurance and liability insurance (item 31), and between 40% (grade school) and 14% (college graduates) couldn't distinguish between liability, term, hospitalization, and fire and theft insurance (item 14). Over 56% (grade school) and 40% (college graduates) didn't know that they should have a repairman contact them if something is found wrong that was not included in an original estimate of the cost of work (item 13). Over 53% (high school dropouts) and 29% (college graduates) didn't know what signs to look for when buying a car (item 18).

Over 42% of high school dropouts and 7% college graduates didn't know about different kinds of bank accounts (savings, checking, Christmas Club; item 26). This item reveals a great disparity between educational groups and knowledge of handling money. Between 57% (grade school) and 27% (college graduates) didn't know the function of a small claims court (item 8), and between 42% (high school dropouts) and 33% (grade school) didn't know the function of the Legal Aid Society (item 11).

These items represent minimal basic knowledges a person should have, and the poor performance of the subjects on these items indicates the need for a special education program.

ATTITUDE SCALE

In order to evaluate results from the Attitude Scale, it was necessary to establish some criterion for discriminating between good vs. poor attitudes. To solve this problem, five raters independently checked the answers that they felt indicated the *best* attitude in terms of being most supportive to a relationship or specific behavior as indicated by the item.¹ The five raters were four Ph.D. psychologists and an enlisted man who holds a B.A. in psychology and has completed some graduate work in the subject.

Raters were asked not to indicate their personal attitude but to choose what they felt was the ideal attitude. Only items for which there was 100% agreement among the five raters were used in the evaluation of good vs. poor attitude. Seven items were thus deleted from the scale (Items 20 and 24 from Relationship With Supervisors, 4 and 11 from Relationship With Peers, 8 from Attitude Toward Spending, and 14 and 29 from Attitude Toward Personal Health). This left 38 items in the scale for which there was 100% agreement among raters as to the best attitude.

The analysis of good and poor attitudes for each education level for the overall attitude scale (except for items from the cluster, Attitude Toward Salesmen) is shown in Figure 2. The high school dropouts, who did most poorly on the Achievement Test, responded with the highest percentage of poor attitudes. Figure 2 shows that, generally, the percentage of poor attitudes decreases with educational level and good attitudes increase with more education. The exception is the 0-8 year group, which scored relatively high on good attitudes and low on poor attitudes. (It is necessary to look at both good and poor attitudes because of the third category, "Undecided," which makes the percentage of good and poor attitudes not strictly complementary). Thus, generally speaking, the more education a man has, the better his attitude.

¹ See Appendix B for Attitude Scale items and the answers that were rated as indicative of a good attitude or relationship.

Percent of Subjects in Each Education Level Showing Good and Poor Attitudes
Based on the Entire Attitude Scale

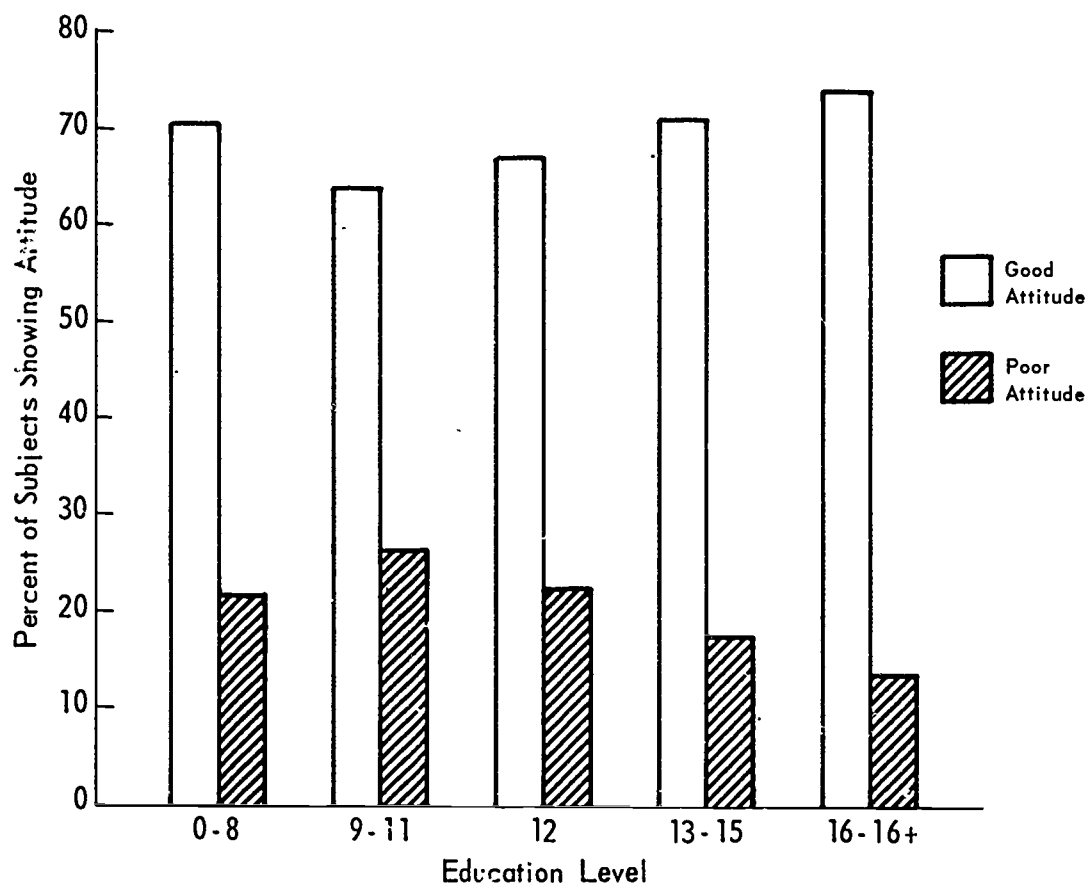


Figure 2

To determine which items, if any, showed significant relationships between education level and attitude, a matrix of education level and attitude (5 x 3 contingency table) was formed for each item. With eight degrees of freedom, the chi square value must reach 20.9 to establish significant correlation ($p < .01$) between education level and attitude for an item. This value of chi square was reached or exceeded on 11 items. These items are listed in Table 5 along with their respective chi squares and contingency coefficients.

A comparison of the mean percent of responses rated as poor attitude and the mean percent of errors on the Achievement Test for each educational group is shown in Figure 3. The mean are based upon the entire scales, and they show a remarkable correlation between the two sections of the questionnaire. Errors on the Achievement Test and poor attitudes from the Attitude Scale are highly correlated with the percentage of poor attitudes and errors decreasing with increasing educational levels. Again, the exception is the grade school group, which was lower than high school dropouts on both errors and poor attitudes.

There are three possible interpretations of this correlation: (a) poor attitude causes poor achievement, (b) poor achievement causes poor attitude, or (c) both attitude and achievement items reflect a common source of variance. The researchers favor the

Table 5
Items Showing Relationship Between
Education Level and Attitude

Area and Item	Chi Square	Contingency Coefficient
Attitude Toward Spending		
8	32.6	.20
18	21.6	.17
42	23.5	.17
Relationship With Peers		
10	27.5	.19
34	24.4	.18
38	25.6	.17
Attitude Toward Getting Help		
12	48.1	.24
Attitude Toward Personal Help		
25	20.3	.16
41	21.6	.17
Relationship With Family		
28	28.4	.19
Individual Responsibility		
44	24.4	.18

Comparison of Mean Percent Poor Attitude and Mean Percent Errors on Achievement for Each Education Level

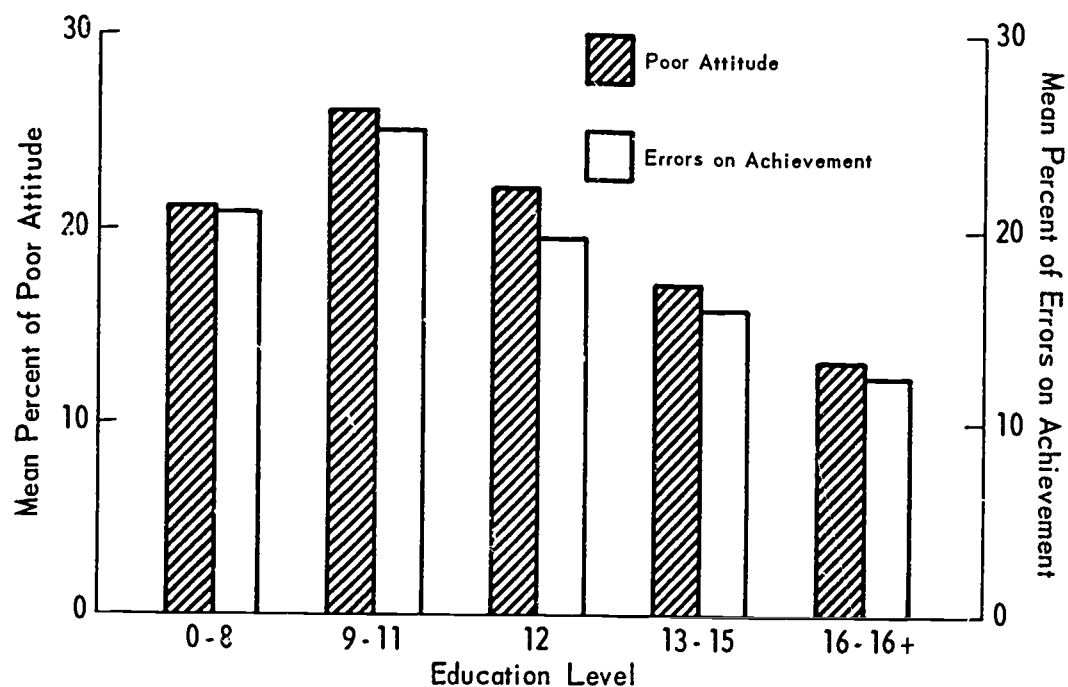


Figure 3

interpretation that both reflect a common source of variance, which is practical knowledge. The achievement items, by definition, reflect practical knowledge, and a close examination of the Attitude Scale reveals that attitudes rated poor also reflect a low level of practical knowledge.

For example, the answer "Agree" was rated as indicating a poor attitude to "Medical insurance is useless" (item 25) and to "I would not go to a dentist unless I had a toothache" (item 41). Agreeing with these items reflects an ignorance of the function of medical insurance and preventive dentistry. The subject who agrees to "...borrow money even if it meant...[paying] high interest" (item 15) or who prefers a loan company to a bank (item 18) is showing ignorance of interest rates. A subject who sneaks out the back door rather than help his father (item 28), hits a friend who makes a joke about him (item 10), or ignores his date because he doesn't like her (item 34), is showing ignorance of how to get along smoothly in social relationships (see Appendix B).

This interpretation of the Attitude Scale—that it reflects practical knowledge—reinforces the findings from the Achievement Test that educational level is correlated with practical knowledge, and that all groups could benefit by a course in practical matters.

The relationship between educational level and attitude in each attitude area (Relationship With Supervisor, Relationship With Family, Relationship With Peers, Attitude Toward Salesmen, Attitude Toward Spending, Attitude Toward Getting Help, Attitude Toward Personal Health, and Individual Responsibility) reflects the general relationship seen in Figure 2, that attitude improved with educational level.

Table 6 shows the percentage of good, poor, and undecided responses averaged for each cluster of items (Relationship With Supervisor, Relationship With Family, etc.). The college graduates (16-16+) score highest in percent of good attitudes in most areas, and they generally score lowest in percentage of poor attitudes. On the other hand, high school dropouts generally score lowest in percentage of good attitudes and highest in percentage of poor attitudes.

Table 6
Percent of Good and Poor Attitudes
for Each Attitude Area by Education Level

Attitude Areas	Education Level														
	0-8			9-11			12			13-15			16-16+		
	Good	Poor	Un ^a	Good	Poor	Un	Good	Poor	Un	Good	Poor	Un	Good	Poor	Un
Supervisor	70.0	23.3	6.6	55.5	36.3	8.2	64.3	25.5	10.2	66.2	22.3	11.4	76.4	10.9	12.7
Family	76.7	15.8	7.5	69.2	19.0	11.8	71.9	17.2	10.9	77.9	10.9	11.3	78.2	11.4	10.5
Peers	69.7	19.0	11.3	61.2	26.9	11.8	64.7	21.2	14.0	67.9	18.7	13.4	70.2	16.5	13.3
Salesmen	15.0	73.3	11.7	20.9	69.5	9.6	22.0	67.5	10.5	21.4	70.0	8.6	14.5	77.3	8.2
Spending	63.9	28.9	7.2	56.0	32.5	11.4	60.0	28.6	11.4	60.9	26.6	12.6	74.5	18.8	6.7
Help	60.0	34.4	5.6	67.4	22.4	10.3	67.7	22.2	10.2	73.5	16.2	10.3	78.8	14.5	6.7
Health	78.7	17.3	4.0	76.3	19.9	3.8	76.6	17.7	5.7	84.7	11.4	3.9	90.2	7.3	2.5
Responsibility	75.7	14.3	10.0	62.5	28.6	8.9	65.1	25.0	9.9	67.4	20.7	11.8	73.2	16.6	10.1
Mean Percent	70.6	21.9	7.5	64.0	26.5	9.5	67.2	22.5	10.3	71.2	17.8	10.7	77.4	13.7	8.9

^aUn = Undecided

The relationship between attitude and educational level can be seen more clearly in Tables 7 and 8 which present the data from Table 6 in rank order. Table 7 shows that college graduates ranked the highest (1) in percentage of good attitudes in all areas except Responsibility, on which they ranked second, and except for Attitude Toward Salesmen, in which they ranked lowest. All groups exhibited poor attitudes towards salesmen.

Table 7

Rank^a Order of Good Attitudes

Attitude Areas	Education Level				
	0-8	9-11	12	13-15	16-16+
Supervisors	2	5	4	3	1
Family	3	5	4	2	1
Peers	2	5	4	3	1
Salesmen	4	3	1	2	5
Spending	2	5	4	3	1
Help	5	4	3	2	1
Health	3	5	4	2	1
Responsibility	1	5	4	3	2

^a1 is highest percentage of good attitude, 5 is lowest percentage of good attitude.

Table 8

Rank^a Order of Poor Attitudes

Attitude Areas	Education Level				
	0-8	9-11	12	13-15	16-16+
Supervisors	3	1	2	4	5
Family	3	1	2	5	4
Peers	3	1	2	4	5
Salesmen	2	4	5	3	1
Spending	2	1	3	4	5
Help	1	2	3	4	5
Health	3	1	2	4	5
Responsibility	5	1	2	2	4

^a1 is highest percentage of poor attitude; 5 is lowest percentage of poor attitude.

The grade school (0-8 years) group generally ranked favorably on good attitudes, except in the area of Asking for Help, in which they ranked lowest. There was a perfect correlation between attitude towards Asking for Help and educational level. The more the education, the more likely a person would be to get a lawyer when needed, know how to handle legal problems, and ask his boss for help (see items 9, 12, and 13, Appendix B). This indicates that the undereducated man does not use the available resources for handling legal problems, possibly because he does not have the necessary knowledge (see Figure 1, achievement on legal items). This result suggests the desirability of a training program that includes practical information such as how to obtain a lawyer, where to go for legal aid, or how to read leases or contracts.

Table 7 also shows that the grade school group (0-8) scored highest on individual responsibility, even though they were reluctant to ask for help. The high school dropouts (9-11) showed the least individual responsibility, and individual responsibility generally increased with education level.

Some interesting correlations between areas of achievement and areas of attitude can be seen by comparing Table 6 and Figure 1. Table 6 shows that all subjects had their highest percentages of good attitudes in the personal health area, which complements the findings that achievement was highest on health items (see Figure 1).

Table 8 shows that high school dropouts had the poorest attitude toward spending, which correlates with the finding that they made the most errors on money items on the Achievement Test (see Figure 1). Thus, the sub-areas of the two sections of the questionnaire are correlated as well as total scores for the two main sections, Achievement and Attitude.

DISCUSSION

The questionnaire results show that the level of achievement in practical knowledge and percentage of good attitudes generally increase with the educational level. This suggests that undereducated men could benefit most from a functional GED program. However, the percentage of difference between performance of college graduates and undereducated men is small (about 13%), suggesting that the practical knowledge covered by the questionnaire is not systematically taught in the public schools or colleges.

Also, the material covered by the questionnaire represents minimal basic information every man should have, and no group did outstandingly well, with scores ranging from 85% for college graduates to 71% for high school dropouts. This suggests that, while the men tested did possess appreciable proportions of the basic information every adult should have, there were, typically, knowledge flaws that when corrected would be expected to improve their functioning in society. Therefore, a GED program covering practical problems incurred in handling money, buying things, buying insurance, handling legal problems, getting help, and in getting along with other individuals would be beneficial for every man going into the Army.

Content material for such a course is readily available from a variety of governmental and commercial sources. For example, the course might be based upon *Consumers All*, one of the yearbooks of The Department of Agriculture.² The book covers a wide variety of practical topics, including the following:

Finances—owning and renting, mortgages, installment credit, the family budget, insurance, medical bills, savings on cars, the employed wife, etc.

Safeguards—motor accidents, fire protection, household insects, health care, health services, welfare services, help in disaster, help in nutrition.

Welfare Services—where to go for vocational counseling, financing, personal problems, adoptions; where to get help for such everyday problems as dog bites, food poisoning, lost children, rescue of animals; names and addresses of agencies for children's services, employment, family counseling, federal insurance programs, financial assistance, and legal advice; agencies for organized leisure time and for formal education programs, services to unmarried parents, temporary shelter, and so forth.

Topics covered in other sections of the book include Houses, Furnishings, Equipment, Plants, Outdoor Activities, Clothing, and Food. Many tables, charts, and drawings are included.

Various types of material suited to providing young men with needed information in the area of consumer education are available from commercial sources. Some such publications can be obtained in the form of self-instructional kits, focusing on such areas as food, clothing, cars, furniture, the law, family health, ways to handle money, endorsing checks, balancing bank statements, buying life insurance, improving communications in marriage, and so forth. Among the many publishers who issue such materials are Grolier Educational Corporation ("Modern Consumer Education"), Entelek Incorporated ("Checks and Endorsements"), and Doubleday & Company ("Your Life Insurance").³

Another example of the type of publication that is readily available for adaptation or source material for a GED program on practical problems is *An*

² *Consumers All*, the Yearbook of Agriculture 1965, Department of Agriculture, Washington, D.C., 1965.

³ Citations are given as examples only. This does not reflect official endorsement by HumRRO or the Department of the Army.

*Instructional Program for Employability Orientation.*⁴ This handbook, developed for the Department of Labor by the Human Resources Research Organization, was written to provide help to personnel responsible for developing programs of instruction for Work Incentive Program (WIN) orientation training—the portion of the training dealing with general employability and socioeconomic adaptation to society, rather than with specific job skills.

Part I of the handbook deals with determining the curriculum and provides materials for use by a program manager in determining and planning the kinds of instruction that will be needed to meet the needs of the trainee population.

Part II deals with developing instructional content and provides materials for use by classroom instructors or other personnel involved in developing detailed lesson plans. The materials are presented in the form of modules dealing with 18 major topics, including such subjects as Health, Money Management, Community Resources, Job Searching, Job Interviewing, and Employee Relations.

The volume includes many checklists and tests for use in determining the content that would be appropriate for particular trainee categories or judging the effectiveness of training given. Also included in each module are extensive lists of references for additional materials that would be useful in developing training on the topics.

⁴ William C. Osborn *et al.* *An Instructional Program for Employability Orientation*, HumRRO Technical Report 72-4, February 1972.

Appendix A

QUESTIONNAIRE: ACHIEVEMENT TEST

These are the instructions and items from the Achievement Test portion of the questionnaire. Items are arranged in clusters by achievement areas. The number preceding each item indicates its serial position in the actual questionnaire.

Questionnaire: Achievement Test

INSTRUCTIONS

This questionnaire contains several questions and statements. These questions pertain to things that may be pertinent to your life both before and since you entered the Army. The questionnaire is being given to soldiers as part of a HumRRO research project. Your answers will be used for research purposes only, and they will have absolutely no effect upon your position in the Army.

The questionnaire is in two parts.

In Part I, read each question and statement and decide which answer seems best. When you have chosen your answer, use the answer sheet to indicate your choice. Circle the letter on the answer sheet that corresponds to the answer you chose. If you change your mind, erase your first answer completely.

You will find instructions for Part II inside the questionnaire.

There is no time limit in which you must complete the questionnaire, but it should take no more than 30 minutes or so.

Please make no marks on the questionnaire. Place all answers on the answer sheet.

**Achievement Test
(Part I)
27 items**

Background Information

1. How many years of education have you had?
 - A. 0-8
 - B. 9-11
 - C. 12
 - D. 13-15
 - E. 16 or more
2. How old are you?
 - A. 17
 - B. 18
 - C. 19
 - D. 20
 - E. 21 or over
3. What is your race or ethnic group?
 - A. White
 - B. Black
 - C. Oriental
 - D. American Indian
 - E. Spanish surname
 - F. Other

Handling Money

4. A checking account at the bank is probably best used for things like
 - A. Very large expenditures only.
 - B. Paying bills and making purchases.
 - C. Getting interest.
16. You decide to put \$500 in the savings account. You leave it there for a year. What would you expect to have in the account at the end of this year?
 - A. You would expect another \$500.
 - B. You would expect to have \$500 plus the interest.
 - C. You would have \$500 minus the interest.
 - D. You would have \$500 less a service charge.
26. You have some money that you want to put in the bank. Which kind of account would cost you money?
 - A. Savings account.
 - B. Checking account.
 - C. Christmas Club.
 - D. All of the above would cost you money.

Insurance

5. Suppose you worked for a company that has a group life insurance plan.
 - A. The plan would probably cost less than if you bought your own policy.
 - B. The plan would probably cost more than if you bought your own policy.
9. You are married and in the Army. You want to buy some insurance that will pay medical benefits if your wife has a baby after you get out of the Army. You should
 - A. Get the insurance after you get out of the Army.
 - B. Don't get any insurance because your wife may not get pregnant.
 - C. Wait until your wife gets pregnant.
 - D. Unless you have at least a year left in the Army, get the insurance as soon as possible since most insurance companies have a waiting period before this kind of insurance pays any benefits.
14. You want to buy some insurance that will protect you against the loss of your own property. You should buy
 - A. Liability insurance.
 - B. Term insurance.
 - C. Hospitalization.
 - D. Fire and theft insurance.
15. A group life insurance plan with your company
 - A. Is always better than if you bought your own policy.
 - B. Is generally good only while you are employed by the company.
22. You have comprehensive insurance on your car. This means that
 - A. The insurance will pay for damage to your car if it is in an accident with another car.
 - B. The insurance will pay your hospital bill.
 - C. The insurance will pay for damage to your car caused by a fire or hurricane.
31. You own a 1957 Chevrolet that is worth about \$100.
 - A. You should definitely get collision insurance.
 - B. You should carry no insurance at all.
 - C. It wouldn't be worth it to you to carry collision insurance.
 - D. In this case, you shouldn't carry any liability insurance.

Legal Problems

6. Don has been arrested. He gives his name and address, but he refuses to answer any other questions until he can see his lawyer. Does he have the legal right to do this?
 - A. Only if it is a minor crime.
 - B. Yes.
 - C. No.
 - D. Only if he has been subjected to police brutality.
7. You are living in an apartment and have a lease which says that no more than three people may stay with you in your apartment. However, you have four people living with you. What can happen?
 - A. The landlord can not legally evict you.
 - B. The landlord can evict you.
 - C. The landlord would probably double your rent.

8. You loaned a friend \$75, but he refused to pay you. What should you do?
- A. Forget the whole thing.
 - B. Have him arrested.
 - C. Sue him in small claims court.
 - D. Beat him up and take the money.
11. Which of the following problems can The Legal Aid Society probably help you with?
- A. You want to sue someone for defamation of character.
 - B. You're having trouble at a finance company.
 - C. You've been arrested for stealing.
21. Suppose you buy a motorcycle on credit. You've been sick and couldn't work. Therefore, you couldn't make the payments. The store took the motorcycle back.
- A. This is called garnishment and is legal.
 - B. This is called repossession and is legal.
 - C. This is unfair since you missed the payments through no fault of your own.
25. Suppose you were living in an apartment and you wanted to put in a washer and dryer which would require new wiring.
- A. It would be all right to go ahead and have it done.
 - B. You should get the landlord's permission.

Health Matters

28. A man comes to your door claiming to be a doctor. He has a machine he wants to sell you. This machine can cure any disease—heart trouble and cancer, for example. This doctor is probably
- A. A good doctor.
 - B. A quack.
 - C. A medical student.
 - D. He has a good machine but can't get anybody to believe him.
32. You have the flu, but you feel too bad to go to the doctor. Your wife had the same illness about a year ago and still has some of the pills that the doctor prescribed for her.
- A. It would be all right to take some of her pills, since it was the same illness.
 - B. You should go to the doctor.
 - C. Take twice the dosage recommended for her since the pills are old.

Buying Things

10. You usually buy a highly advertised brand of headache tablets at your druggist's. One day the druggist tells you that he has a cheaper brand, but you have never heard of this brand. You ask the druggist which is the better for a headache. The druggist would probably reply
- A. They're both about the same
 - B. The highly advertised brand is much better, but the price isn't worth it.
 - C. The cheap brand is by far the better.
12. You want to buy a sports jacket in a clothing store and the salesman says that it has double stitching. This means
- A. The jacket has good tailoring.
 - B. The material is bad and had to be sewn twice.
 - C. The jacket has bad tailoring.
 - D. It is probably a cheaper brand.

13. Suppose you take your stereo to the shop for repairs, and you get an estimate of \$20. The repairman says that he'll fix anything else that's wrong with it. What should you do? Read all answers before selecting.
- A. Tell him that \$20 is the limit; don't do anything that costs more than that.
 - B. It's okay to fix whatever's wrong with the set.
 - C. Tell him to call you if he finds anything else wrong with it.
 - D. Both A and C.
17. You have a 3-year-old automobile that needs repairs. What is probably your best bet for finding a good repairman?
- A. A small garage that has given you lots of good work in the past.
 - B. An authorized garage, even if you don't know anything about their work.
 - C. Look up garages in the phone book.
 - D. Buy a manual and try the repair work yourself, even if you don't know much about repairing cars.
18. You want to buy a used car. When you push up and down on the fender, the car keeps rocking several times, even after you've stopped. This is probably (Read all answers before selecting)
- A. A good sign.
 - B. A bad sign.
 - C. A sign that the shock absorbers need replacing.
 - D. Both B and C.
19. You want to buy a bathing suit that is labeled "Preshrunk." This means:
- A. It will shrink when you go swimming.
 - B. It will shrink when it is washed and dried.
 - C. It will shrink very little, if at all.
20. Someone in your family dies, and you have to make all the funeral arrangements. You choose a marker, and it is probably
- A. More expensive than a tombstone.
 - B. About the same as a tombstone.
 - C. Less expensive than a tombstone.
24. Suppose you were shopping for some canned food in a grocery store. Which would probably cost you less?
- A. A nationally advertised brand.
 - B. A brand produced by the store (house brand).
27. At which food store would you probably pay less for groceries?
- A. A local grocery store, privately owned.
 - B. A supermarket that is part of a chain of stores.
 - C. A small local store (it may be a chain store) that sells some food, magazines, etc.
29. You want to buy a car that is three years old and has 85,000 miles on it. This is
- A. Less mileage than the average driver puts on his car.
 - B. About average mileage for a car that old.
 - C. More than the average driver puts on his car in three years.
 - D. I'm not sure if it's average, below average or above average mileage.

(Deleted)

23. Suppose you share the expenses of an apartment with a friend and you pay only two bills every month, probably the phone bill and the gas bill. You would like to pay these bills by mail. Which would be the *cheapest* and the safest way to do this?
- A. Pay the bills by check.
 - B. Pay by money order.
 - C. Send it in cash.
30. You are out of a job and broke. You go to a public hospital outpatient clinic for treatment. In general, will you have to pay for the treatment?
- A. Yes.
 - B. No.

Appendix B

QUESTIONNAIRE: ATTITUDE SCALE

Items from the Attitude Scale portion of the questionnaire are contained in this appendix. Items are arranged in clusters by areas. The numbers preceding each item indicate its serial position in the actual questionnaire. The abbreviations in the rating column mean: Ag = Agreed; Dis = Disagreed.

**Attitude Scale
(Part II)
45 items**

Answer Rated as
Indicative of a
Good Attitude

Relationship With Supervisor

- | | |
|--|-----------|
| 1. If my supervisor asked me to do something like sweep the floor or unload a truck, and it wasn't part of my job, I wouldn't do it. | Dis |
| 20. If my boss makes a mistake, I'll tell him about it. | (Deleted) |
| 24. If a fellow worker was habitually tardy, I would tell our supervisor. | (Deleted) |

Relationship With Family

- | | |
|---|-----|
| 2. If my parents asked me to take a couple of hours or so to clean the garage while I was home on leave, I'd do it. | Ag |
| 5. I would not insist on having the car if my brother or sister claimed they needed it. | Ag |
| 28. If my dad asks me to do something that I don't really want to do, I'll sneak out the back door if I can. | Dis |
| 40. If I had to choose between watching a baseball game on TV and helping my dad paint the house, I'd watch the game. | Dis |

Relationship With Peers

- | | |
|--|-----------|
| 3. I would not go on a blind date with a girl if I didn't like her after we met. | Dis |
| 4. If my buddies wanted to go to a movie and I wanted to do something else, I'd end up going with them. | (Deleted) |
| 7. I would not argue or get mad at a fellow worker unless I thought he was absolutely wrong about something. | Ag |
| 10. If a friend made a joke at my expense, I'd probably hit him. | Dis |
| 11. If a fellow worker didn't do his share, I'd be sure to tell him about it. | (Deleted) |
| 22. If I catch a mistake that a fellow worker had made, I'll tell the worker about it rather than our supervisor. | Ag |
| 33. If I had to choose between ratting on a close friend and taking the blame myself for some minor incident at work, I'd take the blame myself. | Ag |

Answer Rated as
Indicative of a
Good Attitude

- | | |
|--|-----|
| 34. If I find I don't like the girl I'm out with, I ignore her so she won't feel bad when I don't ask her out for another date. | Dis |
| 35. If I'm on a double date with my best friend, and I like his date better than mine, I'll try anything to take her away from him. | Dis |
| 36. If I have \$10 to spend on something I really want, and my best buddy asks to borrow \$5 "just till tomorrow," I'll tell him I don't have the money. | Dis |
| 37. If I have made a blind date with my friend's girlfriend's cousin, and I have the opportunity to go out with a real good looking girl I've been itching to date, I'll break the blind date. | Dis |
| 38. If a fellow worker got me in trouble for something I didn't do, I'd figure out a way to get him in trouble to pay him back. | Dis |

Attitude Toward Salesmen

- | | |
|---|-----|
| 6. I would make a loud complaint if I thought a salesman was trying to "pull a fast one" on me. | Dis |
| 30. I tend to doubt what a salesman tells me; I always want to see the written guarantee. | Dis |

Attitude Toward Spending

- | | |
|--|-----------|
| 8. I would not buy something I really wanted if it meant I'd have to skimp on other things. | (Deleted) |
| 15. I would be willing to borrow money to get something I really wanted even if it meant I had to pay high interest. | Dis |
| 16. If I were going to make a large purchase on time, it wouldn't be worth it to me to pay extra money to insure the debt. | Dis |
| 18. If I wanted to borrow some money, I would rather go to a bank than to a loan company. | Ag |
| 19. When buying food, I always compare the weights as well as the prices of items. | Ag |
| 27. When the cashier at the grocery store is ringing up my purchases, I always watch carefully to make sure she makes no errors. | Ag |
| 42. If I was newly married and we needed to buy an appliance (like a stove or a refrigerator), I would insist on buying a new one. | Dis |

Answer Rated as
Indicative of a
Good Attitude

Attitude Toward Getting Help

- | | |
|--|-----|
| 9. I would not hesitate to get some help from a lawyer if I thought I needed it. | Ag |
| 12. I would not know what to do if I got into "legal trouble." | Dis |
| 13. If I had a personal problem I'd keep it to myself before I'd ask my boss for help. | Dis |

Attitude Toward Personal Health

- | | |
|--|-----------|
| 14. If I had to select and buy my own food, I'd know what things I should buy for my health's sake. | (Deleted) |
| 17. I would not bother to have my teeth checked unless I had a toothache. | Dis |
| 23. I think it's unnecessary to have your eyes checked except when they're bothering you. | Dis |
| 25. Medical insurance is useless; I never get sick. | Dis |
| 29. I would go to the doctor only if I was very sick. | (Deleted) |
| 32. If I felt real sick, I'd go to the drug store and buy a "home remedy" rather than pay for a doctor's visit and possibly an expensive prescription. | Dis |
| 41. I would not go to a dentist unless I had a toothache. | Dis |

Individual Responsibility

- | | |
|--|-----|
| 21. If I find that there's too much money on my paycheck, I will notify the proper person. | Ag |
| 26. If I put a dent in the neighboring car while backing out of my parking space, I'll leave my name, address, and telephone number on a piece of paper under the windshield wiper so the person can get in touch with me. | Ag |
| 31. If a cashier gave me too much change, I'd tell him about it, no matter what the amount. | Ag |
| 39. If I wanted to leave on a Friday for a weekend trip, I'd call in sick at work. | Dis |
| 43. If I lost my driver's license, I would never borrow a friend's license. | Ag |
| 44. I would never lie about my age just so I could get cheaper insurance for my car. | Ag |
| 45. If I wanted to sell something I owned (like a radio or camera), and it didn't work quite right, it would be all right not to tell the buyer. | Dis |

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13. ABSTRACT <p>To obtain information about problems of adaptation common to undereducated men, and to obtain information about knowledges and skills such men may not have, an achievement test/attitude questionnaire was administered to a large group of enlisted men. The instrument was designed to assess men's attitudes and skills with respect to financial, health, insurance, legal, and interpersonal problems. Men who took the test ranged in education level from less than 8 years to over 16 years. Higher educated men performed significantly better on the achievement test than did lower educated men, but high school dropouts (education level 9-11 years) consistently scored lowest of all. When attitude scale items were categorized as reflecting good vs. poor attitudes, poor attitudes decreased as education level rose. The results showed a strong correlation between errors on the achievement test and percentage of poor attitudes. (AUTHOR)</p>		

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14. KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROL	WT
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Undereducated						
Testing						
Attitude						
Achievement						
General Educational Development						
Admission Standards						
Enlisted Personnel						

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10 CG USA FORCES SOUTHERN COMD ATTN SCARCO CZ
2 CG USA ALASKA ATTN ARACD APO 9749 SEATTLE
2 CG US ARMY EUROPE APO 99403 NY ATTN UPNS JIV
1 CG ARMY TRANS RES COMD FT EUSTIS ATTN TECH LIR
1 CG USA AD COMD ENT AFR ATTN ADUPA COLO
6 CG 1ST ARMY ATTN JCSOT FT MEADE MD
1 CG 3RD ARMY ATTN JCSOT FT MCPHERSON
4 CG SIXTH ARMY PRES OF SAN FRAN ATTN AMJPS-T2
1 CG USA ATTN AG-AC APO 96301 SAN FRAN
2 CG EUSA ATTN G-3 APO 96301 SAN FRAN
1 CLIN PSYCHOL SERV DEPT OF NEUROPSYCHIAT WALTER REED GEN HOSP
1 DIR MEL APO MD
1 CG USA CDC EXPERIMENTATION COMD FT ORD
2 ENSNR PSYCHOL LAB PIONEERING RES 3 V ARMY NATICK MASS
4 TECH LIB ARMY NATICK LABS NATICK MASS
1 CO DEF DEVEL ENGR LAB EDGEMOIN ARSENAL ATTN LIR
2 INST OF LAND CRT ATTN TECH LIO FT BELVOIR VA
1 CG USA CDC GBR AGCY ALA
1 REDSTONE SCIENTIFIC INFO CTR US ARMY MSL COMD ATTN CHF JUC SEC ALA
1 CG FT HUACHUCA SPT COMD USA ATTN TLOC JFF LHM
2 CG US ARMY CDC EXPERIMENTATION COMD FT ORD
1 SIXTH USA LTD DEPUTY DLOG M 13 14 PRES OF SAN FRAN
1 CHF DEPT OF CLIN & SOC PSYCH WALTER REED ARMY INST IN RES WASH DC
1 PLNS DEFR PSYCH HOUTRES USACDCEC FT ORD
5 CG FT ORD ATTN G3 TNG DIV
1 CG DUGWAY PG UTAH ATTN TECH LIO
1 DIR WALTER REED ARMY INST OF RES WALTER REED ARMY MED CTR
2 DIR WRAIK WALTER REED ARMY MED CTR ATTN NEUROPSYCHIAT DIV
1 CG HQ ARMY ENLISTED EVAL CTR FT HENJ HARRISON
1 TECH LIB BOX 22 USACDC EXPERIMENTATION COMD FT ORD
1 HUMAN FACTORS TEST DIV (ADH2) USAF HUSP EGLIN AFB
1 CG USA MOBILITY EQUIP REG CTR ATTN TECH JUC CTR FT BELVOIR
1 CG FRANKFORD ARSNL ATTN SMUFA-06400/202-4 PA
1 CG 2ND RGN ARACOM RICHMOND-GEORGE AFB MD
1 6TH RGN USARACOM FT HAKER
1 4TH ARMY MSL COMD AIR TRANSPORTABLE SAN FRAN
1 PERS SUBSYS DIV CREW SUBSYS ORCT ARMY SYS DIV NIGHT-PAT
1 DIR ARMY RD FOR AVN ACCIDENT RSCH FT RUCKER
2 CG PICATINNY ARSNL DOVER NJ ATTN SUMP VCI
1 LTR DEF SUPPLY AGCY CAMERON STA VA
2 CG USA CDC AG AGCY FT REWJ HARRISON IND
1 REF M MS IS NASA ALA
1 CG USA CBT DEVEL COMD TRANS AGCY FT EUSTIS
1 CG ARMY CDC INF AGY FT BENNING
1 CG ARMY CDC ARMUR AGY FT KNOX
8 USA CDC SPEC WARFARE AGENCY FT BRAGG
1 CG US ARMY CDC AVN AGCY FT RUCKER
1 DIR OF INTERV TNG USA LCG MGT CTR FT LEE
3 CG USA CDC CRT SUPPMT UP FT BELVOIR
3 CG USA TNG CTR (FA) ATTN AKPSITG-TT FT SILL
1 CG USA TNG CTR & FT LEONARD WOOD ATTN ACDFS J3
1 CG USA INF CTR ATTN AJIGT-TT FT BENNING
1 CG USA TNG CTR INF ATTN ACDFS G3 FT DIX
1 CG USA TNG CTR ATTN ACDFS G3 FT JACKSON
1 CG USA TNG CTR INF ATTN ACDFS G3 FT LEWIS
1 CG USA TNG CTR INF & FT ORD ATTN ACDFS G3
61 CG USA TNG CTR INF ATTN ACDFS G3 FT POLK
5 CG USA MED TNG CTR ATTN DIR OF TNG FT SAN HOUSTON
20 CG USA AD CTR ATTN G3 FT BLISS
1 CG USA TNG CTR INF ATTN ACDFS G3 FT CAMPBELL
3 LIB ARMY WAR COLL CARLISLE MS
1 CG USA INTELL SCH ATTN AMHNS-3A FT HUACHUCA
1 COMDT COMD + GEN STAFF CO FT LEAVENWORTH ATTN ARCHIVES
1 DIR OF MILIT PSYCHOL + LDRSHIP US MILIT ACAD WEST POINT
1 US MILIT ACAD WEST POINT ATTN LIO
1 COMDT ARMY AVN SCH ATTN DIR OF INST FT RUCKER
2 COMDT ARMY SECUR AGY TNG CTR + SCH FT DEVENS ATTN LHM
1 COMDT INSTER COLL OF THE ARMED FORCES FT MCNAIR
2 COMDT NATL WAR COLL FT LESLEY J MCNAIR ATTN CLASSF RECORS AR LIO
1 STIMSON LIB MED FLD SERV SCH HONOLULU ARMY MED CTR FT SAN HOUSTON
10 COMDT THE ARMUR SCH ATTN DDI FT KNOX
1 COMDT ARMY ARMUR SCH FT KNOX ATTN WEAPONS DEPT
1 LIB USA ARMUR SCH FT KNOX
1 COMDT USA CHAPLAIN SCH ATTN DDI FT HAMILTON
1 COMDT ARMY CHEM CORPS SCH FT MCCLELLAN ATTN EDUC ADV
1 COMDT USA FIN SCH ATTN CHF DUC DEV LIT PL + DIV DDI IND
1 USA FINANCE SCH FT BENJ HARRISON ATTN EDUC ADV
4 COMDT ADJ GEN SCH FT BENJ HARRISON ATTN EDUC ADV
1 COMDT USAIS ATTN EDUC ADV FT BENNING
1 COMDT USAIS ATTN AJIIS-G-LEPD FT BENNING
1 HQ US ARMY ADJ GEN SCH FT BENJ HARRISON ATT COMDT
1 LIB ARMY QM SCH FT LEE
1 COMDT USA QM SCH FT LEE ATTN EDUC ADV
1 COMDT ARMY TRANS SCH FT EUSTIS ATTN EDUC ADV
1 CG USA SEC AGY TNG CTR & SCH ATTN TATEV RSCH ADV FT DEVENS
1 COMDT USA MIL POLICE SCH ATTN PLNS BRAGG DDI FT WOOD
2 COMDT US ARMY SOUTHEASTERN SIG SCH ATTN EDUC ADV FT GORDON
1 COMDT USA AD SCH ATTN DDI FT BLISS
1 CG USA ORD CTR & SCH CFC OF OPS ATTN AMHNS-0 APO MD
5 ASST COMDT ARMY AIR DEF SCH FT BLISS ATTN CLASSF TECH LHM
3 CG USA FLD ARTY CTR & FT SILL ATTN AV. OFCH
1 COMDT DEF INTELL SCH ATTN SIGAS DEPT
1 COMDT ARMED FORCES STAFF COLL NORFOLK
1 COMDT USA SIG CTR & SCH ATTN DDI FT MONMOUTH
1 COMDT JUDGE ADVOCATE GENERAL'S SCH OF VA
1 DPTY COMDT USA AVN SCH ELEMENT GA
1 DPTY ASST COMDT USA AVN SCH ELEMENT GA
1 USA AVN SCH ELEMENT OFC OF JIR + INST ATTN EDUC ADV G1
1 EDUC CONSLT ARMY MILIT POLICE SCH FT WOOD
6 COMDT USA ENGR SCH ATTN EDUC ADV AMHNS-0A FT BELVOIR
2 COMDT USA SCH EUROPE ATTN EDUC ADV APO 99172 NY
1 OFC OF DOCTRINE DEV LIT & PLNS USA ARMY SCH ATTN AMHNS-0M
1 COMDT ARMY AVN SCH FT RUCKER ATTN EDUC ADV
5 CG USA PRIM HELICOPTER CTR/SCH & FT WALTERS ATTN ATSPH-DUT
1 DIA OF INST US MIL ACAD WEST POINT NY
1 DIR OF MILIT INST US MILIT ACAD WEST POINT
1 USA INST FOR MIL ASSIST ATTN LHM HLOG 151200 FT BRAGG
4 USA INST FOR MIL ASSIST ATTN COUNTERINSURGENCY DEPT FT BRAGG
1 COMDT DEF MGT SCH FT BELVOIR
2 COMDT USA MSL & MUN CTR & SCH ATTN CMC OFC OF OPS REJSTONE ARSNL
2 COMDT US MAC SCH US MAC CTR ATTN AJMCI FT MCCLELLAN
2 HQ ARACOM PG ATTN TECH LIO
1 CG USA INTELL CTR & SCH ATTN DIR OF ACADENIC OPS FT HUACHUCA
1 CG USA INTELL CTR & SCH ATTN DIR OF DUC & LIT FT HUACHUCA
1 COMDT USA CEGSC OFC OF CMC OF RESIDENT INST FT LEAVENWORTH
1 COMDT USA CA SCH ATTN OFC OF DOCTRINE DEVEL LIT & PLNS FT BRAGG
1 COMDT USA CA SCH ATTN DDI FT BRAGG
1 COMDT USA CA SCH ATTN EDUC ADV FT BRAGG
1 COMDT USA CA SCH ATTN LHM FT BRAGG
1 COMDT USA SCH & TNG CTR ATTN ACDFS G3 TNG DIV FT MCCLELLAN
1 COMDT USA SCH & TNG CTR ATTN ACDFS G3 PLNS & OPS DIV FT MCCLELLAN
10 COMDT USA INST FOR MIL ASSIST ATTN DDI FT BRAGG
1 LHM USAIS FT BENNING
9 COMDT USA FLD ARTY SCH ATTN DDI FT SILL
1 COMDT USA ARTY SCH ATTN EDUC SERVICES DIV FT SILL
1 COMDT USA ARTY SCH ATTN EDUC ADV FT SILL
1 COMDT USA TRANS SCH ATTN DIR OF JUC & LIT FT EUSTIS
1 COMDT USA TRANS SCH ATTN LHM FT EUSTIS
1 USA INST FOR MIL ASST ATTN EDUC ADV FT BRAGG
1 COMDT USA CEGSC ATTN ATSSC-DJ (SPWMI)
1 COMDT ARMY QM SCH OFC DIR OF ACQUISITION ACTVY ATTN TNG MEDIA DIV VA
1 COMDT USA ARTY SCH ATTN LHM FT SILL
1 CG USA SCH & TNG CTR ATTN ACDFS G3 FT GORDON
1 DIR OF GRAD STUD & RSCH ATTN BEHAV SCI REP USACDCEC
1 COMDT USA AD SCH ATTN AMHNS-0A FT BLISS
1 COMDT USA AD SCH HIGH ALTITUDE MSL DEPT FT BLISS
2 DIR BRGD + BN OPS DEPT USAIS FT BENNING
1 LEADERSHIP COM CO OPS DEPT US ARMY INF SCH FT BENNING
1 DIR COMM ELEC USAIS FT BENNING
1 DIR ABN-AIR MOBILITY DEPT USAIS FT BENNING
2 DIR COMPANY TACTICS DEPT USAIS FT BENNING
1 CG USA SIG CTR & SCH ATTN ATSSC-JP-COJ FT MONMOUTH
1 CG USA SIG CTR & SCH ATTN ATSSC-0A FT MONMOUTH
1 SECY OF ARMY, PENTAGON
1 DCS-PERS DA ATTN CHF C-5 DIV
1 DIR OF PERS STUDIES & RSCH ODCSPER DA WASH DC
1 CG FOREIGN SCI + TECH CTR MUN HLOG
2 ACSFOR DA ATTN CHF TNG DIV WASH DC
1 DIR OF CBR OPS JACS FORCE DEVEL ATTN FOR CM PP
1 CHF OF ENGRS DA ATTN ENGTE-T
1 CHF OF INFO DA ATTN CHF TI DIV
1 HQ ARMY MAT COMD R&D ORCTE ATTN AMCRD-KC
1 CHF OF PERS OPS PERS ORCTE DA ATTN UPSC
1 CLIN PSYCHOL CONSLT OFC OF CHF PSYCHIAT & NEUROL CONSLT
2 CG ARMY MED R&D COMD ATTN BEHAV SCI RES BR
1 US ARMY BEHAVIOR & SYS RSCH LAB ATTACRO-AR ARL VA
1 OPD PERS MGT DEV OFC ATTN MHS SEC (NEW EQUIP) OPDMD
1 PROVOST MARSHAL GEN DA
2 DIR CIVIL AFFAIRS ORCTE DDCS-DPS
1 OFC RESERVE CAMPION DA
2 CG USA SEC AGCY ARL HALL STA ATTN AC OF S GI VA
12 ADMIN DDC ATTN: TCA (HEALY) CAMERON STA ALEX VA 22314
1 CG US ARMY MED RES LAB FT KNOX
1 CG ARMY ELECT COMD FT MONMOUTH ATTN AMSEL CO
1 CHF OF R&D DA ATTN CHF TECH + INSTER LIAISON OFC
1 CG USA ELCT COMD ATTN AMSEL-GU-00
1 CG USA CDC MED SERV AGCY FT SAN HOUSTON
2 CG ARMY MED R&D COMD ATTN MEDIDM-SR
1 USA BEHAVIOR & SYS RSCH LAB ATTN GRO-AIC ARL VA
1 COMDT USA CBT SURVEIL SCH & TNG CTR ATT ED ADV FT HUACHUCA
1 COMDT USA CBT SURVEIL SCH & TNG CTR ATTN DNG DUC & NEW EQUIP AKIZ
2 TNG & DEVEL DIV DDCSPERS
1 COMDT USA CBT SURVEIL SCH & TNG CTR ATTN IST CRT TNG BDE ARIZ
1 CAREER MGT BR ATTN R DETHANE CAMERON STA ALEX VA
1 USA LIB DIV-TAGD ATTN ASGIRS
2 PRES ARMY ARMOR RD FT KNOX
1 PRES ARMY INF BJ FT BENNING ATTN FE+SP DIV
2 PRES ARMY AIR JFF UD FT BLISS ATTN MST DIV
1 PRES ARMY MAINT BU FT KNOX
2 PRES ARMY AVN TEST BU FT RUCKER

2 PRES ARMY ARTY HQ FT SILL
1 LIB ARMY ARN ELEC & SPEC WARFARE HQ FT BRAGG
1 CG CONARC ATTN COL E M WOODAK ATTN-SA FT MONROE
15 CG CONARC ATTN ATTN-STM FT MONROE
2 CG CONARC ATTN LIB FT MONROE
1 CO ARMY CBT DEVEL COMD MILIT POLICE AGY FT GORDON
1 USA ARCTIC TEST CTR CHF INSTR & TEST METH DIV SEATTLE
1 CHF USA AD HRU FT BLISS
1 CHF USA ARMUR HRU FT KNOX
1 CHF USA AVN HRU FT KUCKEN
1 CHF USA INF HRU FT BENNING
1 CHF USA TNG CTR HRU PRES OF MONTEREY
1 CG 2D ARMORED DIV FT MONROE ATTN DIV AVN OFCR
10 CG 4TH ARMORED DIV ATTN DCSUT APU NY 09325
2 CG 194TH ARMORED DIV FT KNOX
5 CG 2D ARMORED CAV REGT APO 09693 NY
1 CG 3D ARMORED CAV REGT FT LEWIS
4 CG 14TH ARMORED CAV REGT ATTN AVN OFCR APO 09146 NY
1 1ST ARMORED DIV HQ & HQ CG FT MONROE ATTN AC OF S G2
10 CG 1ST BN 63RD ARMOR 1ST INF DIV ATTN S3 FT WILEY
8 CG 1ST BN 64TH ARMOR 3RD INF DIV ATTN S3 APU NY 09631
8 CG 2ND BN 68TH ARMOR 8TH INF DIV ATTN S3 APU NY 09014
1 CG COMPANY A 3D BN 32D ARMOR 3D ARMORED DIV APO NY
1 CG 5TH BN 33D ARMOR ATTN S3 FT KNOX
1 CG 3RD BN 68TH ARMOR 8TH INF DIV ATTN S3 APU NY 0902H
1 CG 3RD BN 37TH ARMOR 4TH ARMORED DIV ATTN S3 APU NY 09060
2 CALIF NG 40TH ARMORED DIV LOS ANGELES ATTN AC OF SG3
1 55TH COMD HQ DIV ARMY NG JACKSONVILLE FLA
4 CG 150TH AVN BN NJ AIR NG - IZABETH
1 CG HQ 27TH ARMORED DIV NY AIR NG SYRACUSE
1 TEXAS NG 49TH ARMORED DIV DALLAS
3 CG ARMY ARMOR CTR FT KNOX ATTN G3 APU NY 09036
1 CG 3RD INF DIV ATTN ACUFS G3 APU NY 09036
1 CG 7TH INF DIV ATTN ACUFS G2 APU SAN FRAN 96207
1 CG 8TH INF DIV ATTN ACUFS G2 APU NY 09111
3 CG 4TH INF DIV (MECH) & FT CARSON ATTN ACUFS G3
1 DA HQS FT CARSON & HQS 4TH INF DIV (MECH) ATT MAJ HARRIS
3 CG 82ND ABN INF DIV ATTN ACUFS G3 FT BRAGG
1 CG XVIII ABN COMPS ATTN ACUFS G3 FT BRAGG
1 CG 197TH INF BRGO FT BENNING ATTN S3
1 CG 1ST BN (INF) ATTN S3 FT MYER
1 CG HQTRS 2ND BN 6TH US INF REGT ATTN S3 APO NY 09742
7 CG 3RD BN 6TH INF REGT ATTN S3 APO NY 09742
1 CG 171ST INF BDE ATTN S3 APO SEATTLE 96741
1 CG 1ST BN 39TH INF 8TH INF DIV ATTN S3 APU NY 09034
1 CG 2ND BN 15TH INF 3RD INF DIV ATTN S3 APU NY 09026
5 CG 1ST INF DIV ATTN ACUFS G3 FT RILEY
5 CG 1ST BN (MECH) 52ND INF 194TH INF HDE ATTN S3 APU SAN FRAN 96219
1 CG 4TH BN (MECH) 54TH INF ATTN S3 FT KNOX
1 CG USA PARTIC GP USA TNG DEVICE CTR FLA
2 CONSOL RES GP 7TH PSYOP GP APO 96244 SAN FRAN
2 DA OFC OF ASST CHF OF STAFF FOR COMM-ELCT ATTN CETS-6 WASH
1 CHF MED RES PROJ ARMY HOSP US MILIT ACAD WEST POINT
1 CG MILIT DIST OF WASHINGTON
2 DA USA ADV GP (TANGUS) RALEIGH NC
1 US ODC OFCR OFC OF THE USNM SHAPE NY NY 39055
1 USA RECRUITING COMD HAMPTON VA
1 SYS RES GP ENGR EXPN STA COLUMBUS U
1 DIR ARMY LIB PENTAGON
1 STRATEGIC PLANNING GP CORPS OF ENGR ARMY MAP SERV
1 CHF OF MILIT HIST UA ATTN GEN REF BR
1 CG USA 10TH SPEC FORCES GP FT UEVENS
1 CG 24TH ARTY GP (AD) ATTN S3 RI
1 CG 31ST ARTY HDE AD ATTN S3 PA
1 CG 49TH ARTY GP AD ATTN S3 FT LAWTON
2 HQS 4TH BN 59TH ARTY HSGT ATTN S3 NORFOLK
1 CG 28TH ARTY GP AD ATTN S3 SELFRIDGE AFB
1 HQ NIAGARA-BUFFALO DEF 31ST ARTY BRGO AIR DEF LUXAPORT
1 HQS 45TH ARTY HDE AD ATTN S3 ARL HIS ILL
1 CG 35TH ARTY BDE AD ATTN S3 FT MEADE MD
1 CG 101ST ABN DIV (AIRMOBILE) ATTN ACUFS G3 APO SAN FRAN 96343
1 CG 1ST CAV (AIRMOBILE) ATTN ACUFS G3 APO SAN FRAN 96343
1 US ARMY GEN EQUIP ATTN TECH LIA FT LEE
2 CG 35TH CA AREA HQ B ARMY BASE ATTN ACTG PUM LAW (HCR 335TON)
1 US ARMY THOPIC TEST CTR PO UHAWA 742 ATTN BEHAV SCIEN CZ
2 CG ARMY RES OFC DURHAM
1 CG 525TH MIL INTELL GP ATTN S3 APU SAN FRAN 96307
1 CG USAFAAC ATTN S3 FT SILL
10 CG 111 CORPS & FT HODU ATTN G3 SEC FT HODU
30 CG 1ST ARMORED DIV ATTN G3 SEC FT HODU
30 CG 2D ARMORED DIV ATTN G3 SEC FT HODU
25 CG 13TH SUPT BDE ATTN S3 SEC FT HODU
1 CG USAFAC & FT SILL ATTN APSGT-TNTH
20 CG 111 CORPS ARTY ATTN G3 SEC FT SILL
15 CG 1ST ALT BDE ATTN G3 SEC FT BLISS
8 CG USATCI & FT POLK ATTN APPPO-DCUT
1 RSCH CONTRACTS & GRANTS BR ARD
1 BESD ARD OFC CHF OF RED WASH DC
1 CHF OF RED DA ATTN SCI INFO HR WASH SPT DIV WASH DC
1 LIFE SCI DIV AND ARL VA
1 CG HUS BN USAFAC & FT SILL ATTN S3
4 CG 111 CORPS ARTY ATTN S3 FORT SILL
1 CG USRAH ATTN S3 FT SILL
1 CG USAFAC ATTN AKPSIAG-AS FT SILL
1 EACH PROF OF MILITARY SCI USA ROTC
1 CINC US ATLANTIC FLT CODE 312A USN BASE NORFOLK
1 CINC PACIFIC SCIEN ADV GP (J305) HUR 13 FPO 96610
1 COR TNG COMMAND US PACIFIC FLT S3A DIEGO
1 CHF BUR OF MED & SURG ON ATTN CODE 313
1 CHF RES DIV BUR OF MED & SURG ON
1 HEAD CLIN PSYCHOL SECT PROFESSNL DIV HUR OF MED & SURG ON
5 TECH LIB PERS 11H HUR OF NAV PERS ARL ANNEX
3 DIR PERS RES DIV BUR OF NAV PERS
1 TECH LIB HUR OF SHIPS CODE 210L NAVY DEPT
1 BUR OF YUS & OCS ON ATTN ASST CHF FOR RES DEVEL TEST & EVAL

2 NAV AIR SYS COMD REP ATLANTIC NAV AIR STA NORFOLK
1 ENGR PSYCHOL BR UNH CODE 455 ATTN ASST HEAD WASH DC
3 CG & DIR NAV TNG DEVICE CTR (KLANO) ATTN TECH LIB
1 CG FLT ANTI-AIR WARFARE TNG S3A DIEGO
1 CG NUCLEAR WPNS TNG CTR PACIFIC US NAV AIR STA SAN DIEGO
1 CG NAV AIR DEVEL CTR JOHNSVILLE PENNA ATTN NAOC LIB
2 US FLT AAW TNG CTR UAM NECK VA
2 CG FLT TNG CTR NAV BASE NEWPORT
1 COR FLT TNG GP NAV BASE CHARLESTON
2 CG US FLT TNG CTR NORFOLK
1 CG FLEET TNG CTR US NAV STA SAN DIEGO
1 CLIN PSYCHOL MENTAL HYGIENE UNIT US NAV ACAD ANNAPOLIS
1 PRES NAV WAR COLL NEWPORT ATTN MAMAN LIA
3 CG SERV SCH COMD NAV TNG CTR S3A DIEGO
3 CG NAV OUTDOOR HSL SCH UAM NECK VA BEACH
2 CG & DIR US ATLANTIC FLT ASW TACTICAL NORFOLK
1 CG NUCLEAR WEAPONS TNG CTR ATLANTIC NAV AIR STA NORFOLK
2 CG FLT SONAR SCH KEY WEST
1 CG FLT ANTI-SUB WARFARE SCH SAN DIEGO
1 CHF OF NAVL RSCH PHAS & TNG BR (CODE 458) ARL VA
1 CHF OF NAV RES ATTN DIK PSYCHOL SCI JIV CODE 450
1 CHF OF NAV RES ATTN HEAD GP PSYCHOL BR CODE 452
1 UTR US NAV RES LAB ATTN CODE 5120
1 DIR NAVAL RSCH LAB ATTN LIR CODE 2029 WASH DC
1 CHF OF NAV AIR TNG TNG RES DEPT NAV AIR STA PENSACOLA
1 CG NAV SCH OF AVN MED NAV AVN MED CTR PENSACOLA
1 LTB NAV MED RES LAB NAV SUR BASE GAITHER
1 CG MED FLU RES LAB CAMP LEJEUNE
1 COR NAV HSL CTR POINT MUGU CALIF ATTN TECH LIB CODE 3072
1 LTR AEROSPACE CHW EQUIP LAB NAV AIR ENGR CTR PA
1 CG & DIR NAV ELEC LAB SAN DIEGO ATTN LIR
3 OTC NAV PERS RES ACTV SAN DIEGO
1 NAV NEUROPSYCHIAT RES UNIT SAN DIEGO
2 NAVAL HSL CTR (CODE 542) PT MUGU CALIF
1 DIR PERS RES LAB NAV PERS PROGRAM SUPPORT ACTIVITY WASH NAV YO
1 NAV TNG PLWS CTR NAV STA NAV YU ANNEX CODE B3 ATTN LIR WASH
5 COMDT MARINE COMPS HQ MARINE COMPS ATTN CODE A1-1B
1 HQ MARINE COMPS ATTN AX
1 UTR MARINE COMPS EDUC CTR MARINE COMPS SCH JUANITCO
1 DIR MARINE COMPS INST ATTN EVAL UNIT
1 CG (G3) 111 MARINE AMPHIBIOUS FORCE MAC FPO SAN FRAN 96602
1 US MARINE COMPS HQS HIST REF LIR ATTN MRS JADOT
1 CHF OF NAV COMPS OP-01P1
1 CHF OF NAVL CDS OP-039 WASH DC
1 CHF OF NAV COMPS OP-071L
2 COMDT HOS 8TH NAV DIST ATTN EDIC ADV NEW ORLEANS
1 CHF OF NAV AIR TECH TNG NAV AIR STA MEMPHIS
1 DIR OPS EVAL GWP OFF OF CHF OF NAV OPS 0P33EG
2 COMDT PTP COAST GUARD HQ
1 CHF OFCR PERS RES & REVIEW BR COAST GUARD HQ
1 CG US COAST GUARD TNG CTR GUVERNORS ISLAND NY
1 CG US COAST GUARD TNG CTR CAPE MAY NJ
1 CG US COAST GUARD TNG CTR & SUP CTR ALAMEDA CALIF
1 CG US COAST GUARD INST CKLA CITY OKLA
1 CG US COAST GUARD RES TNG CTR YUKUTOWN VA
1 SUPT US COAST GUARD ACAD NEW LONDON CONN
1 UPNS AMS (HFC) HQ STRATEGIC AIR COMD OFFUTT AFB
1 CINC STRATEGIC AIR COMD OFFUTT AFB ATTN SUP-3
1 AIR TNG COMD/XPT RANDOLPH AFB
1 HQ AIR TNG COMD ATTN RANDOLPH AFB
1 TECH UTR TECH TNG (OIVEND) AFHRL LGARY AFB CODE
1 DEPT OF THE AF HQS USAF ATTN AECIN-301 PENTAGON
1 CHF SCI DIV ORCIE SCI & TECH OCS RD HQ AIR FORCE AFKSTA
1 FAA OFCRS OF PLNS & OPS HQ USAF WASH DC
1 CHF OF PERS RES BR ORCIE OF CIVILIAN PERS UCS-PERS HQ AIR FORCE
1 CHF ANAL DIV (APPOPL TW) UTR OF PERSONNEL PLANNING HQS USAF
2 UPTT TIG USAF (AFIAS-G1) NORTON AFB
1 HADC RASH GRIFFISS AFB NY
2 CG ELEC SYS DIV LG HANSCOM FLD ATTN ESMJA/STUP 36 MASS
2 SHANA ISMACU-PERS RSCH MCCLELLAN AFB
1 ATC ATKMO RANDOLPH AFB
1 AFHRL/TT ATTN CAPT W S SELLMAN LGARY AFB
1 HQ SAMSO (SMST) AF UNIT MUST JFC LA AFS CALIF
2 MILIT TNG CTR (HPE) LACKLAND AFB
2 AFHRL (HRT) WRIGHT-PATTERSON AFB
1 AND AMRH HROOKS AFB TEXAS
1 HQS ATC OCS/TECH TNG (ATTMS) RANDOLPH AFB
1 CUR ELEC SYS DIV LG HANSCOM FLD ATTN ESTI MASS
1 USAF SCH OF AEROSPACE MED ATTN AEROMED LIB HROOKS AFB
1 USAFA DIR OF THE LIR USAF ACAD COLO
1 ORCIE OF AEROSPACE SAFETY AFIAS-L UPTT IG NORTON AFB
1 6570TH PERS RES LAB PRM-4 AEROSPACE MED DIV LACKLAND AFB
1 TECH TNG CTR (EMTG/OP-1-L1) LGARY AFB
2 CG HUMAN RESOURCES LAB BRUCKS AFB
1 COMDT USAF SPEC OP SCH (TAC) EGLIN AFB
1 AFHRL (FT) WILLIAMS AFB ARIZ
1 PSYCHOBIOLOGY PROG NATL SCI FOUND
1 DIR NATL SCI FOUND WASHINGTON ATTN ASST DIR FOR SOC SCI
1 UTR NATL SECUR AGY FT GEC G MEADE ATTN TIL
1 DIR NATL SECUR AGY FT GEC G MEADE ATTN DIR OF TNG
3 CTA ATTN CRS/ADD STANDAND DIST
1 SYS EVAL DIV RES DIRECTORATE ODU-HCO PENTAGON
1 DEPT OF STATE BUR OF INTEL & RES EXTERNAL RES STAFF
3 US INFO AGY IRI L PHUCUREMENT LIR
1 SCI INFG EXCH WASHINGTON
2 CHF MGT & GEN TNG DIV TR 200 FAA WASH DC
1 BUR OF PES & ENGR US POST CFC DEPT ATTN CHF HUMAN FACTORS HR
1 EDUC MEDIA BR DE HEN ATTN T O CLEMENS
1 OFC OF INTERNATE TNG PLANNING & EVAL HR AID WASH DC
1 FAA MEU LIB HQ 640 WASH DC
1 DEPT OF TRANS FAA ACU SEC HQ 610A WASH DC
2 ERIC DE WASH DC
1 CONSOL FED LAW ENFORCEMENT TNG CTR WASH DC
2 SYS DEVEL CORP SANTA MONICA ATTN LIR
2 DUNLAP & ASSOC INC DARTEN ATTN LIR

2 RAC ATTN LIB MCLEAN VA
 1 RAND CORP WASHINGTON ATTN LIB
 1 DIR RAND CORP SANTA MONICA ATTN LIB
 1 GP EFFECTIVENESS RSCH LAB U OF ILL DEPT OF PSYCHOL
 2 ELECT PERS RSCH GP U OF SOUTHERN CALIF
 1 COLUMBIA U ELEC RES LABS ATTN TECH EDITOR
 1 MITRE CORP BEDFORD MASS ATTN LIB
 2 SIMULATION ENGR CORP ATTN DIR OF ENGR FAIRFAX VA
 2 LEARNING MED CTR U OF PITTS ATTN DIR
 1 WESTERN ELECTRIC CO INC NY
 1 HUMAN SCI RES INC MCLEAN VA
 2 TECH INFO CTR ENGR DATA SERV N AMER AVN INC COLUMBUS U
 1 CHRYSLER CORP MSL DIV DETROIT ATTN TECH INFO CTR
 1 AVCO CORP AVCO MSL SYS DIV ATTN RSCH LIA WILMINGTON MASS
 3 CTR FOR RSCH IN SOCIAL SYS ATTN LIAISON MD
 1 RAYTHEON SERV CO ATTN LIAISON BURLINGTON MASS
 1 GEN DYNAMICS POMONA DIV ATTN LIAISON DIV CALIF
 2 OTIS ELEVATOR CO DIV ATTN LIAISON STAMFORD CONN
 1 MGR BIOTECHNOLOGY AEROSPACE SYS DIV MS RM-25 BUEING CO SEATTLE
 1 IUA RSCH & ENG SUPT DIV ARL VA
 1 SCI & TECH DIV IDA ARL VA
 1 HUGHES AIRCRAFT COMPANY CULVER CITY CALIF
 2 BATTILLE MEMORIAL INST COLUMBUS LASS ATTN RACIC INHO
 1 DIR CTR FOR RES ON LEARNING & TEACHING U OF MICH
 1 R H STODGILL OHIO STATE UNIV
 1 EDITOR TNG RES ABST AMER SOC OF TNG UIMS U OF TENN
 1 U OF CHICAGO DEPT OF SOC
 1 HUMAN FACTORS SECT & GEN DYNAMICS ELECTRIC ROAT GUNTON
 1 DIR CTR FOR RSCH IN SOCIAL SYS KENSINGTON MD
 3 CANADIAN JOINT STAFF OFC OF DEF RES MEMBER WASHINGTON
 3 CANADIAN ARMY STAFF WASHINGTON ATTN GSO2 TNG
 2 CANADIAN LIAISON OFC ARMY ARMOR BD FT KNOX
 1 GERMAN LIAISON OFC ARMY AVN TEST RD FT RUCKER
 2 OFC OF ARMED FORCES ATTACHE ROYAL SWEDISH EMBASSY DC
 3 AUSTRALIAN NAV ATTACHE EMBASSY OF AUSTRALIA WASH DC
 2 FRENCH ARMY LIAISON OFC USAAVMC & FT RUCKER
 1 BRITISH LIAISON OFC ARMY AVN TEST RD FT RUCKER
 1 OFC OF AIR ATTACHE AUSTRALIAN EMBASSY ATTN: T.A. NAVGN WASH, D.C.
 2 AUSTRALIAN ARMY ATTACHE EMBASSY OF AUSTRALIA ATTN TECH CLK
 2 DR B T DODD LRNING SYS LTD SURREY ENGLAND
 1 MENNINGER FOUNDATION TOPEKA
 1 AMER INSTS FOR RSCH SILVER SPRING
 1 AMER INSTS FOR RSCH ATTN LIB PA
 1 DIR PRIMATE LAB UNIV OF WIS MADISON
 1 DR E GINZBURG COLUMBIA UNIV SCH OF BUS
 3 MATRIX RSCH CO FALLS CHURCH VA
 1 EDUC & TNG CONSLT CO LA CALIF
 1 OBERLIN CULL DEPT OF PSYCHOL
 1 DR GEORGE T HAUTY CHMN DEPT OF PSYCHOL U OF DEL
 1 GEN ELECTRIC CO SANTA BARBARA ATTN LIB
 1 VITRO LABS SILVER SPRING MD ATTN LIB
 1 HEAD DEPT OF PSYCHOL UNIV OF SC COLUMBIA
 1 TVA PERS STAFF OFC KNOXVILLE TENN
 1 U OF GEORGIA DEPT OF PSYCHOL
 1 U OF UTAH DEPT OF PSYCHOL
 1 GE CO WASH DC
 1 AMER INST FOR RSCH ATTN LIB PALO ALTO CALIF
 1 COLL OF ARTS & SCI U OF MIAMI ATTN L L MCQUITTY
 1 ROWLAND & CO HADDONFIELD NJ ATTN PRES
 1 NORTRONIC DIV OF NORTHRUP CORP ANAHEIM CALIF
 1 OHIO STATE U SCH OF AVN
 1 SCI RSCH ASSOC INC DIR OF EVAL CHICAGO ILL
 2 AIRCRAFT ARMAMENTS INC COCKEYSVILLE MD

1 DR J H CULLEN DEPT OF SCC & ANTHROP UNIV OF MT
 2 OREGON STATE U DEPT OF MILIT SCI ATTN ADJ
 1 AMER PSYCHOL ASSOC WASHINGTON ATTN PSYCHOL ABSTR
 1 NO ILL U HEAD DEPT OF PSYCHOL
 1 GEORGIA INST OF TECH DIR SCH OF PSYCHOL
 1 MELL TEL LABS INC TECH INFC LIB NJ
 1 ENGR LIB FATHCHILD MILLER REPUBLIC AVN DIV FARMINGDALE N Y
 1 LIFE SCI INC MURST TEXAS ATTN M G MATHENY
 1 AMER BEHAV SCI CALIF
 1 PUB ADMIN CTR ATTN J O KITCHEN SAN DIEGO
 2 UIR INST RESOURCES STATE COLL ST CLAUDE MINN
 1 COLL OF WM & MARY SCH OF EDUC
 1 SO ILLINOIS U DEPT OF PSYCHOL
 2 ASSOC DIR CUC TNG PROG ATLANTA GA
 2 WASH MILITARY SYS TECH LIB DIV BETHESDA MD
 1 NORTHWESTERN U DEPT OF INDSTR ENGR
 1 DR L TAYFORD NY STATE EDUC DEPT ABSTRACT EDITOR AVCR
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